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ABSTRACT

This curriculum guide, designed for use by special education teachers of kindergarten through twelfth grade students in Lexington County, South Carolina, addresses five major areas of affective development: (1) understanding emotions; (2) self-concept development; (3) interpersonal skills; (4) skills in behavioral responsibility; and (5) task-related skills. The guide is meant to assist teachers in planning objectives to help their students better understand themselves and relate to others in a positive manner. Each of the five areas contains specific behavioral objectives (e.g., Given the opportunity, the student will use verbal and nonverbal techniques to express emotions in a socially acceptable manner.). The objectives are followed by a sequence of learning tasks (e.g., Use verbal techniques to express emotions in a socially acceptable manner in a structured situation.), which can be adapted for use when planning Individualized Education Programs for kindergarten through twelfth grade students. The guide also contains a record keeping system (e.g., anecedotal records, behavioral checklists, student journals, etc.) for charting the student's progress through each objective and the related learning tasks. Maintained by the teacher, the affective education record is intended to accompany the student from year to year, throughout his/her school career. (CB)

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LEXINGTON COUNTY SCHOOL DISTRICT ONE

PROGRAM FOR AFFECTIVE DEVELOPMENT

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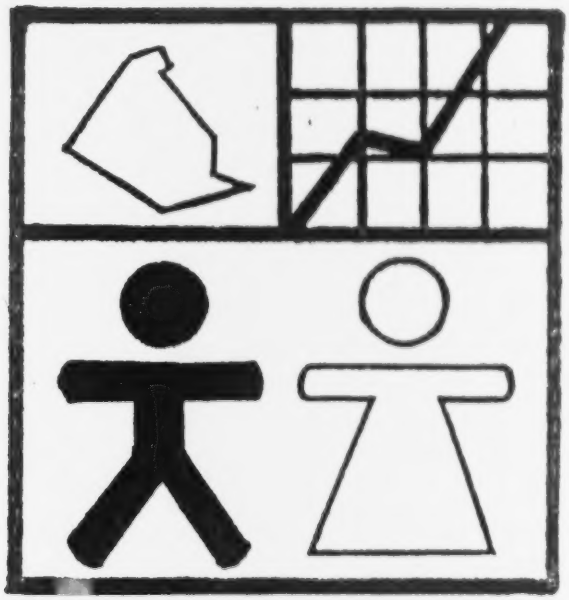

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Curriculum Guide

LEXINGTON COUNTY SCHOOL DISTRICT ONE

PROGRAM FOR AFFECTIVE DEVELOPMENT

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PROGRAM FOR AFFECTIVE DEVELOPMENT

OVERVIEW

The emotional development of students is an important aspect of the maturation process. This need is being addressed in Lexington County School District One. This curriculum guide for affective education will assist classroom teachers in planning objectives to help pupils better understand themselves and relate to others in a positive manner.

Affective education focuses on nurturing the emotional life of a child. The components of affective education involve all aspects relating to, arising from, or influencing feelings or emotions.

This curriculum guide addresses five major areas:

A. Understanding Emotions

B. Self-Concept Development

C. Interpersonal Skills

D. Skills In Behavioral Responsibility

E. Task-Related Skills

Each of the five areas contain specific behavioral objectives. The format provides a progression of sequenced learning tasks which can be adapted for use from kindergarten through the twelfth grade. The classroom teacher has the option of modifying and/or expanding each area to meet the individual needs of particular students. Each student's affective education record is intended to be maintained by

the special education teacher and accompany the child from year to year, throughout the school career.

The teacher is to document goals, objectives, and learning tasks as they are initiated, reinforced, and/or mastered. There are a variety of ways to complete such documentation, including the following:

1) Anecdotal records
2) Behavioral checklists (daily, weekly)
3) Student journals
4) Interviews
5) Tally charts
6) Informal rating scales
7) Sentence completion sheets
8) Questionnaires
9) Profile sheets
10) Records of behavior management systems
11) Sociograms
12) Feedback from students, teachers, parents, and/or peers

This record-keeping need not be overly time-consuming. The teacher does need to ensure that some method of documentation does exist.

PROGRAM FOR AFFECTIVE DEVELOPMENT CONTENT AREAS

A. Understanding Emotions

The objectives in this area will provide the student with the skills to recognize, label, acknowledge, and accept feelings. In addition, there will be an emphasis on both the verbal and non-verbal expression of feelings in oneself and in others.

B. Self-Concept Development

The objectives in this area will allow the student to acknowledge and accept personal strengths and weaknesses. There will be an emphasis on developing positive self-esteem.

C. Interpersonal Skills

There will be an emphasis on accepting differences and dealing effectively with others in a manner appropriate to the situation. This will include the decision making process for personal life choices.

D. Skills In Behavioral Responsibility

The objectives in this area will enable the student to learn rules, consequences, and appropriate behaviors. Practical use of this knowledge will be taught through the decision making and problem solving processes.

E. Task Related Skills

These objectives will include those skills directly related to academic responsibility: completing tasks, following directions, working in groups, and working independently.

PROGRAM FOR AFFECTIVE DEVELOPMENT

A. UNDERSTANDING EMOTIONS

Objective A1: Given a pictorial, written, or verbal description of an emotion, the student will be able to identify feelings as measured by teacher observation and evaluation.

Learning Tasks:

A1.1 Identify and label basic level positive feelings including happiness, love, sharing, honesty, etc.
Mastery Criteria: _____

A1.2 Identify and label intermediate level positive feelings including joy, concern, tolerance, etc.
Mastery Criteria: _____

A1.3 Identify and label higher level positive feelings including pride, hope, empathy, etc.
Mastery Criteria: _____

A1.4 Identify and label basic level negative feelings including sadness, anger, fear, loneliness, embarrassment, disappointment, hurt, etc.
Mastery Criteria: _____

A1.5 Identify and label intermediate level negative feelings including jealousy, selfishness, depression, impatience, frustration, guilt, worry, etc.
Mastery Criteria: _____

A1.6 Identify and label higher level negative feelings including prejudice, stress, greed, overwhelmed, etc.
Mastery Criteria: _____

Objective A2: Given a pictorial, written, verbal, or real life situation, the student will acknowledge and accept the feelings presented as measured by teacher observation and evaluation.

Learning Tasks:

A2.1 Acknowledge positive feelings in simulated situations such as pictures, TV shows, role-playing, etc.
Mastery Criteria: _____

A2.2 Acknowledge negative feelings in simulated situations such as pictures, TV shows, role-playing, etc.
Mastery Criteria: _____

A2.3 Acknowledge positive feelings in real life situations such as games, group activities, family situations, etc.
Mastery Criteria: _____

A2.4 Acknowledge negative feelings in real life situations such as games, group activities, family situations, etc.
Mastery Criteria: _____

A2.5 Accept positive feelings in simulated situations such as pictures, TV shows, role-playing, etc.
Mastery Criteria: _____

A2.6 Accept negative feelings in simulated situations such as pictures, TV shows, role-playing, etc.
Mastery Criteria: _____

A2.7 Accept positive feelings in real life situations such as games, group activities, family situations, etc.
Mastery Criteria: _____

A2.8 Accept negative feelings in real life situations such as games, group activities, family situations, etc.
Mastery Criteria: _____

Objective A3: Given a pictorial, written, verbal, or real life situation, the student will identify the cause and effect relationships between feelings and events as measured by teacher observation and evaluation.

Learning Tasks:

A3.1 Identify cause and effect relationships between feelings and events in simulated situations.
Mastery Criteria: _____

A3.2 Identify cause and effect relationships between feelings and events in real life situations.
Mastery Criteria: _____

Objective A4: Given a pictorial, written, verbal, or real life situation, the student will identify, accept, and respect the feelings of others as measured by teacher observation and evaluation.

Learning Tasks:

A4.1 Identify feelings of others with prompting from adults or peers.
Mastery Criteria: _____

A4.2 Identify feelings of others with no prompting from adults or peers.
Mastery Criteria: _____

A4.3 Demonstrate behavior that shows acceptance of the feelings of others with prompting from adults or peers.
Mastery Criteria: _____

A4.4 Demonstrate behavior that shows acceptance of the feelings of others with no prompting from adults or peers.
Mastery Criteria: _____

Objective A5: Given pictorial, written, verbal, or real life situations, involving non-verbal expressions of feelings (self or others), the student will identify non-verbal expressions as measured by teacher observation and evaluation.

Learning Tasks:

A5.1 Identify non-verbal expressions of feelings of self such as tenseness, rapid pulse, sweaty palms, and lethargy.
Mastery Criteria: _____

A5.2 Identify non-verbal expressions of feelings of others through cues such as facial expressions, body movements, and gestures.
Mastery Criteria: _____

Objective A6: Given a pictorial, written, verbal, or real life situation, the student will express appropriate verbal and non-verbal personal feelings as measured by teacher observation and evaluation.

Learning Tasks:

A6.1 Verbally state personal feelings in a socially acceptable manner.
Mastery Criteria: _____

A6.2 Non-verbally express personal feelings in a socially acceptable manner.
Mastery Criteria: _____

Objective A7: Given the opportunity, the student will use verbal and non-verbal techniques to express emotions in a socially acceptable manner.

Learning Tasks:

A7.1 Use verbal techniques to express emotions in a socially acceptable manner in a structured situation.
Mastery Criteria: _____

A7.2 Use verbal techniques to express emotions in a socially acceptable manner in an unstructured situation.
Mastery Criteria: _____

A7.3 Use non-verbal techniques to express emotions in socially acceptable manner in a structured situation.
Mastery Criteria: _____

A7.4 Use non-verbal techniques to express emotions in socially acceptable manner in an unstructured situation.
Mastery Criteria: _____

B. SELF-CONCEPT DEVELOPMENT

Objective B1: Given pictorial, written, verbal, or real life situations, the student will identify and acknowledge personal strengths and weaknesses as measured by teacher observation and evaluation.

Learning Tasks:

B1.1 Identify human qualities that may be considered strengths.
Mastery Criteria: _____

B1.2 Identify personal strengths.
Mastery Criteria: _____

B1.3 Acknowledge personal strengths.
Mastery Criteria: _____

B1.4 Generate strategies to enhance personal strengths.
Mastery Criteria: _____

B1.5 Identify human qualities that may be considered weaknesses.
Mastery Criteria: _____

B1.6 Identify personal weaknesses.
Mastery Criteria: _____

B1.7 Acknowledge personal weaknesses.
Mastery Criteria: _____

B1.8 Generate strategies to improve weaknesses.
Mastery Criteria: _____

Objective B2: Given pictorial, written, verbal, or real life situations, the student will identify and demonstrate appropriate self-control as measured by teacher observation and evaluation.

Learning Tasks:

B2.1 Identify strategies for appropriate self-control in structured situations of varying group sizes.
Mastery Criteria: _____

B2.2 Identify strategies for appropriate self-control in unstructured situations of varying group sizes.
Mastery Criteria: _____

B2.3 Demonstrate strategies for appropriate self-control in structured situations of varying group sizes.
Mastery Criteria: _____

B2.4 Demonstrate strategies for appropriate self-control in unstructured situations of varying group sizes.
Mastery Criteria: _____

Objective B3: Given a simulated or real life situation, the student will demonstrate personal success through academic and school related tasks as measured by teacher observation and evaluation.

Learning Tasks:

B3.1 Demonstrate personal achievement in academic tasks with the aid of special services.
Mastery Criteria: _____

B3.2 Demonstrate personal achievement in academic tasks with aid of regular classroom teacher.
Mastery Criteria: _____

B3.3 Demonstrate personal achievement in academic tasks independently.
Mastery Criteria: _____

B3.4 Demonstrate personal achievement in school related tasks with the aid of special services.
Mastery Criteria: _____

B3.5 Demonstrate personal achievement in school related tasks with aid of regular classroom teacher.
Mastery Criteria: _____

B3.6 Demonstrate personal achievement in school related tasks independently.
Mastery Criteria: _____

Objective B4: Given simulated or real life situations, the student will demonstrate successful participation in non-academic activities such as sports, hobbies, and social or service organizations as measured by teacher observation and evaluation.

Learning Tasks:

B4.1 Demonstrate participation in non-academic activities such as sports, hobbies, and social or service organizations.
Mastery Criteria: _____

B4.2 Demonstrate personal achievement in non-academic activities such as sports, hobbies, and social or service organizations.
Mastery Criteria: _____

Objective B5: Given simulated or real life situations, the student will demonstrate skills appropriate to group membership as measured by teacher observation and evaluation.

Learning Tasks:

B5.1 Identify various types of groups.
Mastery Criteria: _____

B5.2 Identify groups to which the student belongs.
Mastery Criteria: _____

B5.3 Identify the responsibilities of group membership.
Mastery Criteria: _____

B5.4 Identify skills needed for successful group membership.
Mastery Criteria: _____

B5.5 Participate appropriately in small group activities.
Mastery Criteria: _____

B5.6 Participate appropriately in large group activities.
Mastery Criteria: _____

Objective B6: Given simulated or real life situations, the student will demonstrate appropriate independence as measured by teacher observation and evaluation.

Learning Tasks:

B6.1 Identify examples of inappropriate independent behavior.
Mastery Criteria: _____

B6.2 Identify examples of appropriate independent behavior.
Mastery Criteria: _____

B6.3 Identify the results of appropriate independent actions.

B6.4 Identify the consequences of inappropriate independent actions.

B6.5 Demonstrate appropriate independent behavior in the special education setting.

B6.6 Demonstrate appropriate independent behavior in the regular classroom setting.

B6.7 Demonstrate appropriate independent behavior in the general school setting.

B6.8 Demonstrate appropriate independent behavior in the community setting.

C. INTERPERSONAL SKILLS

Objective C1: Given a simulated or real life situation, the student will state one's own role in a school, family, or community setting as measured by teacher observation or evaluation.

Learning Tasks:

C1.1 State own role in a school setting.
Mastery Criteria: _____

C1.2 State own role in a family setting.
Mastery Criteria: _____

C1.3 State own role in a community setting.
Mastery Criteria: _____

C1.4 State possible appropriate roles in a variety of situations.
Mastery Criteria: _____

Objective C2: Given a simulated or real life situation, the student will state roles of others in a school, family, or community setting.

Learning Tasks:

C2.1 State roles of others in a school setting.
Mastery Criteria: _____

C2.2 State roles of others in a family setting.
Mastery Criteria: _____

C2.3 State roles of others in a community setting.
Mastery Criteria: _____

C2.4 State possible appropriate roles of others in a variety of situations.
Mastery Criteria: _____

Objective C3: Given a simulated or real life situation, the student will accept differences in others as measured by teacher observation and evaluation.

Learning Tasks:

C3.1 Accept personal characteristics of others including age, race, gender, and personal appearance.
Mastery Criteria: _____

C3.2 Accept handicapping conditions in others.
Mastery Criteria: _____

C3.3 Accept life styles of others.
Mastery Criteria: _____

C3.4 Accept religious beliefs of others.
Mastery Criteria: _____

C3.5 Accept political beliefs of others.
Mastery Criteria: _____

Objective C4: Given a simulated or real life situation, the student will evaluate, respect, and participate in membership and leadership roles as measured by teacher observation and evaluation.

Learning Tasks:

C4.1 Evaluate the role of a group member in a variety of situations.
Mastery Criteria: _____

C4.2 Evaluate the role of a group leader in a variety of situations.
Mastery Criteria: _____

C4.3 Respect the role of a group member in a variety of situations.
Mastery Criteria: _____

C4.4 Respect the role of a group leader in a variety of situations.
Mastery Criteria: _____

C4.5 Participate as a group member in a variety of situations.
Mastery Criteria: _____

C4.6 Participate as a group leader in a variety of situations.
Mastery Criteria: _____

Objective C5: Given a simulated or real life situation, the student will initiate, conduct, and maintain appropriate relationships with peers and adults as measured by teacher observation and evaluation.

Learning Tasks:

C5.1 State one's name when asked.
Mastery Criteria: _____

C5.2 Smile when encountering a friend or acquaintance.
Mastery Criteria: _____

C5.3 Greet adults and peers by appropriate names.
Mastery Criteria: _____

C5.4 Respond to an introduction in an appropriate manner.
Mastery Criteria: _____

C5.5 Introduce oneself to another person.
Mastery Criteria: _____

C5.6 Introduce others.
Mastery Criteria: _____

C5.7 Maintain appropriate eye contact when conversing with others.
Mastery Criteria: _____

C5.8 Show attention to the speaker in a conversation.
Mastery Criteria: _____

C5.9 Use tone of voice appropriate to the situation.
Mastery Criteria: _____

C5.10 Wait for pauses in conversation before speaking.
Mastery Criteria: _____

C5.11 Make relevant remarks in conversation with peers.
Mastery Criteria: _____

C5.12 Make relevant remarks in conversation with adults.
Mastery Criteria: _____

C5.13 Ignore interruptions in conversation with others.
Mastery Criteria: _____

C5.14 Initiate conversation with peers in a variety of appropriate settings.
Mastery Criteria: _____

C5.15 Initiate conversation with adults in a variety of appropriate settings.
Mastery Criteria: _____

C5.16 Compliment another person when appropriate.
Mastery Criteria: _____

C5.17 Make positive statements concerning qualities and accomplishments of others.
Mastery Criteria: _____

Objective C6: Given a simulated or real life situation, the student will develop decision making skills for personal life choices as measured by teacher observation and evaluation.

Learning Tasks:

C6.1 Distinguish truth from untruth or fantasy in personal statements.
Mastery Criteria: _____

C6.2 Distinguish truth from untruth or fantasy in the statements of others.
Mastery Criteria: _____

C6.3 Answer truthfully when asked about possible wrongdoing.
Mastery Criteria: _____

C6.4 Identify peer pressure when making decisions.
Mastery Criteria: _____

C6.5 Evaluate peer pressure when making decisions.
Mastery Criteria: _____

C6.6 Respond appropriately to peer pressure.
Mastery Criteria: _____

C6.7 Evaluate possible options when making decisions.
Mastery Criteria: _____

C6.8 Prioritize decision making options.
Mastery Criteria: _____

C6.9 Decline socially unacceptable activities such as substance abuse, vandalism, and/or criminal involvement.
Mastery Criteria: _____

C6.10 Evaluate the advantages of drugs.
Mastery Criteria: _____

C6.11 Evaluate the disadvantages of drugs.
Mastery Criteria: _____

C6.12 Evaluate the advantages of personal/intimate relationships.
Mastery Criteria: _____

C6.13 Evaluate the disadvantages of personal/intimate relationships.
Mastery Criteria: _____

D. SKILLS IN BEHAVIORAL RESPONSIBILITY

Objective D1: Given a simulated or real life situation, the student will state and explain school rules and the pertinent consequences as measured by teacher observation and evaluation.

Learning Tasks:

D1.1 State class rules.
Mastery Criteria: _____

D1.2 Explain class rules.
Mastery Criteria: _____

D1.3 State school rules.
Mastery Criteria: _____

D1.4 Explain school rules.
Mastery Criteria: _____

D1.5 State the consequences of compliance with class rules.
Mastery Criteria: _____

D1.6 State the consequences of compliance with school rules.
Mastery Criteria: _____

D1.7 State the consequences of noncompliance with class rules.
Mastery Criteria: _____

D1.8 State the consequences of noncompliance with school rules.
Mastery Criteria: _____

Objective D2: Given a simulated or real life situation, the student will state appropriate and inappropriate behaviors in those situations as measured by teacher observation and evaluation.

Learning Tasks:

D2.1 State appropriate behaviors in a classroom setting.
Mastery Criteria: _____

D2.2 State inappropriate behaviors in a classroom setting.
Mastery Criteria: _____

D2.3 State appropriate behaviors in an unstructured school setting.
Mastery Criteria: _____

D2.4 State inappropriate behaviors in an unstructured school setting.
Mastery Criteria: _____

D2.5 State appropriate behaviors in a public setting.
Mastery Criteria: _____

D2.6 State inappropriate behaviors in a public setting.
Mastery Criteria: _____

Objective D3: Given a simulated or real life situation, the student will identify appropriate choices of alternative behaviors as measured by teacher observation and evaluation.

Learning Tasks:

D3.1 Select appropriate choices of alternative behaviors in a classroom setting.
Mastery Criteria: _____

D3.2 Select appropriate choices of alternative behaviors in an unstructured school setting.
Mastery Criteria: _____

D3.3 Select appropriate choices of alternative behaviors in a public setting.
Mastery Criteria: _____

Objective D4: Given a simulated or real life situation, the student will demonstrate acceptance of the consequences of appropriate and inappropriate behaviors as measured by teacher observation and evaluation.

Learning Tasks:

D4.1 Respond appropriately when complimented or praised.
Mastery Criteria: _____

D4.2 Respond appropriately when given constructive criticism.
Mastery Criteria: _____

D4.3 Allow work to be displayed.
Mastery Criteria: _____

C6.11 Evaluate the disadvantages of drugs.
Mastery Criteria: _____

C6.12 Evaluate the advantages of personal/intimate relationships.
Mastery Criteria: _____

C6.13 Evaluate the disadvantages of personal/intimate relationships.
Mastery Criteria: _____

D4.4 Make positive statements when asked about oneself.
Mastery Criteria: _____

D4.5 Perform a new task with a positive attitude.
Mastery Criteria: _____

D4.6 Report to the teacher after an accident, such as breakage or spillage, occurs.
Mastery Criteria: _____

D4.7 Apologize when actions have injured or infringed on another.
Mastery Criteria: _____

D4.8 Accept consequences of appropriate behaviors.
Mastery Criteria: _____

D4.9 Accept consequences of inappropriate behaviors.
Mastery Criteria: _____

D4.10 Accept academic evaluation.
Mastery Criteria: _____

Objective D5: Given a simulated or real life situation, the student will demonstrate a behavior appropriate to the situation.

Learning Tasks:

D5.1 Respond to teasing or name-calling by ignoring, changing the subject, or some other constructive means.
Mastery Criteria: _____

D5.2 Respond to physical assault from peers or others by leaving the situation, calling for help, or some other constructive means.
Mastery Criteria: _____

D5.3 Express anger with nonaggressive words rather than physical aggression.
Mastery Criteria: _____

D5.4 Express anger with nonaggressive words rather than with aggressive words.
Mastery Criteria: _____

D5.5 Respond when angry or frustrated by initiating self-removal from the situation through approved outlets such as counseling, time-out, etc.
Mastery Criteria: _____

D5.6 Accept criticism or punishment perceived as undeserved.
Mastery Criteria: _____

D5.7 Accept positive or friendly physical contact such as a handshake, pat on the back, etc.
Mastery Criteria: _____

D5.8 Respond appropriately to people in situations outside of school such as field trips and trips alone with adults.
Mastery Criteria: _____

D5.9 Respond appropriately to social interaction initiated by another student.
Mastery Criteria: _____

E. TASK RELATED SKILLS

Objective E1: Given an instructional setting, the student will demonstrate attending behavior ____% of the time as measured by teacher observation and evaluation.

Learning Tasks:

E1.1 Look at the teacher when appropriate.
Mastery Criteria: _____

E1.2 Attend to teacher statements.
Mastery Criteria: _____

E1.3 Attend to audio-visual presentations, quietly.
Mastery Criteria: _____

E1.4 Attend to classroom speakers.
Mastery Criteria: _____

E1.5 Attend to assignment directions.
Mastery Criteria: _____

E1.6 Attend to questions and answers of peers, when appropriate.
Mastery Criteria: _____

E1.7 Attend to appropriate stimuli.
Mastery Criteria: _____

Objective E2: Given an instructional setting, the student will demonstrate on-task behavior ____% of the time as measured by teacher observation and evaluation.

Learning Tasks:

E2.1 Sit in seat, appropriately.
Mastery Criteria: _____

E2.2 Work quietly at seat, when directed.
Mastery Criteria: _____

E2.3 Work steadily at specified task.
Mastery Criteria: _____

E2.4 Ignore distractions when doing seatwork.
Mastery Criteria: _____

E2.5 Discuss academic work with peer, as appropriate.
Mastery Criteria: _____

E2.6 Redirect attention and/or change activity, when directed.
Mastery Criteria: _____

E2.7 Ask to move to a distraction-free area, when appropriate.
Mastery Criteria: _____

Objective E3: Given an instructional setting, the student will come to class prepared ____% of the time as measured by teacher observation and evaluation.

Learning Tasks:

E3.1 Follow school schedule.
Mastery Criteria: _____

E3.2 Bring required materials to school.
Mastery Criteria: _____

E3.3 Bring required materials to each class.
Mastery Criteria: _____

E3.4 Organize necessary materials at the beginning of class.
Mastery Criteria: _____

E3.5 Organize desk/locker.
Mastery Criteria: _____

E3.6 Care for school property.
Mastery Criteria: _____

E3.7 Care for personal property.
Mastery Criteria: _____

E3.8 Maintain assignment and course information over a period of time.
Mastery Criteria: _____

Objective E4: Given an instructional setting, the student will complete assignments in class ____% of the time as measured by teacher observation and evaluation.

Learning Tasks:

E4.1 Persist on a given task until completed.
Mastery Criteria: _____

E4.2 Complete assigned academic tasks.
Mastery Criteria: _____

E4.3 Complete assignments within the allotted time.
Mastery Criteria: _____

E4.4 Turn in completed work.
Mastery Criteria: _____

Objective E5: Given instructional assignments to be completed outside the classroom, the student will complete the assignments ____% of the time as measured by teacher observation and evaluation.

Learning Tasks:

E5.1 Complete out-of-class assignments.
Mastery Criteria: _____

E5.2 Complete out-of-class assignments within the required time.
Mastery Criteria: _____

E5.3 Complete and return assignments to the appropriate teacher within the required time.
Mastery Criteria: _____

Objective E6: Given a ____ step direction, the student will correctly complete the steps in sequence ____% of the time as measured by teacher observation and evaluation.

Learning Tasks:

E6.1 Follow verbal directions when repeated.
Mastery Criteria: _____

E6.2 Follow verbal directions given once.
Mastery Criteria: _____

E6.3 Follow written directions.
Mastery Criteria: _____

E6.4 Follow verbal/written test directions.
Mastery Criteria: _____

E6.5 Follow a series of directions for a short-term assignment.
Mastery Criteria: _____

E6.6 Follow a series of directions for a long-term assignment.
Mastery Criteria: _____

E6.7 Follow directions independently when given by electronic equipment such as a tape recorder, record player, computer, System 80, or Language Master.
Mastery Criteria: _____

Objective E7: Given an instructional setting, the student will work independently ____% of the time, when appropriate, as measured by teacher observation and evaluation.

Learning Tasks:

E7.1 Attempt to solve an academic problem before seeking assistance.
Mastery Criteria: _____

E7.2 Request assistance when needed in an appropriate manner.
Mastery Criteria: _____

E7.3 Use time productively while waiting for teacher assistance.
Mastery Criteria: _____

E7.4 Work on task until assignment is completed.
Mastery Criteria: _____

Objective E8: Given an instructional setting, the student will produce written work of acceptable quality ____% of the time as measured by teacher observation and evaluation.

Learning Tasks:

E8.1 Proof own work for errors.
Mastery Criteria: _____

E8.2 Correct errors in own work.
Mastery Criteria: _____

E8.3 Cooperate with peers to edit work.
Mastery Criteria: _____

E8.4 Accept corrections in academic work.
Mastery Criteria: _____

E8.5 Utilize corrections in academic work.
Mastery Criteria: _____

E8.6 Submit written work of acceptable quality.
Mastery Criteria: _____

Objective E9: Given an instructional setting, the student will participate appropriately in class activities ____% of the time as measured by teacher observation and evaluation.

Learning Tasks:

E9.1 Answer questions in an appropriate manner during class activities.
Mastery Criteria: _____

E9.2 Ask questions in an appropriate manner during class activities.
Mastery Criteria: _____

E9.3 Use tone of voice appropriate to the situation during class activities.
Mastery Criteria: _____

E9.4 Use relevant remarks during class activities.
Mastery Criteria: _____

E9.5 State reasons for personal opinions expressed during class activities.
Mastery Criteria: _____

E9.6 Initiate participation during general class activities.
Mastery Criteria: _____

E9.7 Participate in classroom games.
Mastery Criteria: _____

E9.8 Participate in role-playing activities.
Mastery Criteria: _____

E9.9 Read aloud in a small group.
Mastery Criteria: _____

E9.10 Read aloud in a large group.
Mastery Criteria: _____

E9.11 Present an oral report in class.
Mastery Criteria: _____

E9.12 Share materials with others in a group activity.
Mastery Criteria: _____

E9.13 Cooperate with peers during general class activities.
Mastery Criteria: _____

E9.14 Cooperate with peers during small group activities.
Mastery Criteria: _____

E9.15 Act on plans or decisions formulated by the group.
Mastery Criteria: _____

E9.16 Initiate participation in small group activities.
Mastery Criteria: _____

Objective E10: Given a general school setting, the student will demonstrate responsibility ____% of the time as measured by teacher observation and evaluation.

Learning Tasks:

E10.1 Distinguish personal property from the property of others.
Mastery Criteria: _____

E10.2 Maintain public property.
Mastery Criteria: _____

E10.3 Maintain personal property.
Mastery Criteria: _____

E10.4 Obey cafeteria rules.
Mastery Criteria: _____

E10.5 Obey hall rules when changing activities or classes.
Mastery Criteria: _____

E10.6 Obey rules for emergency situations.
Mastery Criteria: _____

E10.7 Obey rules during unstructured activities such as recess or free time.
Mastery Criteria: _____

E10.8 Comply with South Carolina attendance requirements.
Mastery Criteria: _____

Lexington County School District One
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OBJECTIVES, LEARNING TASKS, And CRITERIA	Initiated	Discontinued	Objective Met	Standardized Test	Informal Assessment	Teacher Observation
A. UNDERSTANDING EMOTIONS						
Objective A1: Given a pictorial, written, or verbal description of an emotion, the student will be able to identify feelings as measured by teacher observation and evaluation.						
A1.1 Identify and label basic level positive feelings including happiness, love, sharing, honesty, etc. Mastery Criteria: _____						
A1.2 Identify and label intermediate level positive feelings including joy, concern, tolerance, etc. Mastery Criteria: _____						
A1.3 Identify and label higher level positive feelings including pride, hope, empathy, etc. Mastery Criteria: _____						
A1.4 Identify and label basic level negative feelings including sadness, anger, fear, loneliness, embarrassment, disappointment, hurt, etc. Mastery Criteria: _____						
A1.5 Identify and label intermediate level negative feelings including jealousy, selfishness, depression, impatience, frustration, guilt, worry, etc. Mastery Criteria: _____						
A1.6 Identify and label higher level negative feelings including prejudice, stress, greed, overwhelmed, etc. Mastery Criteria: _____						

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OBJECTIVES, LEARNING TASKS, And CRITERIA	Initiated	Discontinued	Objective Met	Standardized Test	Informal Assessment	Teacher Observation
Objective A2: Given a pictorial, written, verbal, or real life situation, the student will acknowledge and accept the feelings presented as measured by teacher observation and evaluation.						
A2.1 Acknowledge positive feelings in simulated situations such as pictures, TV shows, role-playing, etc. Mastery Criteria: _____						
A2.2 Acknowledge negative feelings in simulated situations such as pictures, TV shows, role-playing, etc. Mastery Criteria: _____						
A2.3 Acknowledge positive feelings in real life situations such as games, group activities, family situations, etc. Mastery Criteria: _____						
A2.4 Acknowledge negative feelings in real life situations such as games, group activities, family situations, etc. Mastery Criteria: _____						
A2.5 Accept positive feelings in simulated situations such as pictures, TV shows, role-playing, etc. Mastery Criteria: _____						
A2.6 Accept negative feelings in simulated situations such as pictures, TV shows, role-playing, etc. Mastery Criteria: _____						
A2.7 Accept positive feelings in real life situations such as games, group activities, family situations, etc. Mastery Criteria: _____						

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OBJECTIVES, LEARNING TASKS, And CRITERIA	Initiated	Discontinued	Objective Met	Standardized Test	Informal Assessment	Teacher Observation
A2.8 Accept negative feelings in real life situations such as games, group activities, family situations, etc. Mastery Criteria: _____						
Objective A3: Given a pictorial, written, verbal, or real life situation, the student will identify the cause and effect relationships between feelings and events as measured by teacher observation and evaluation.						
A3.1 Identify cause and effect relationships between feelings and events in simulated situations. Mastery Criteria: _____						
A3.2 Identify cause and effect relationships between feelings and events in real life situations. Mastery Criteria: _____						
Objective A4: Given a pictorial, written, verbal, or real life situation, the student will identify, accept, and respect the feelings of others as measured by teacher obaervation and evaluation.						
A4.1 Identify feelings of others with prompting from adults or peers. Mastery Criteria: _____						
A4.2 Identify feelings of others with no prompting from adults or peers. Mastery Criteria: _____						
A4.3 Demonstrate behavior that shows acceptance of the feelings of others with prompting from adults or peers. Mastery Criteria: _____						

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OBJECTIVES, LEARNING TASKS, And CRITERIA	Initiated	Discontinued	Objective Met	Standardized Test	Informal Assessment	Teacher Observation
A4.4 Demonstrate behavior that shows acceptance of the feelings of others with no prompting from adults or peers. Mastery Criteria: _____						
Objective A5: Given pictorial, written, verbal, or real life situations, involving non-verbal expressions of feelings (self or others), the student will identify non-verbal expressions as measured by teacher observation and evaluation.						
A5.1 Identify non-verbal expressions of feelings of self such as tenseness, rapid pulse, sweaty palms, and lethargy. Mastery Criteria: _____						
A5.2 Identify non-verbal expressions of feelings of others through cues such as facial expressions, body movements, and gestures. Mastery Criteria: _____						
Objective A6: Given a pictorial, written, verbal, or real life situation, the student will express appropriate verbal and non-verbal personal feelings as measured by teacher observation and evaluation.						
A6.1 Verbally state personal feelings in a socially acceptable manner. Mastery Criteria: _____						
A6.2 Non-verbally express personal feelings in a socially acceptable manner. Mastery Criteria: _____						

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OBJECTIVES, LEARNING TASKS, And CRITERIA	Initiated	Discontinued	Objective Met	Standardized Test	Informal Assessment	Teacher Observation
Objective A7: Given the opportunity, the student will use verbal and non-verbal techniques to express emotions in a socially acceptable manner.						
A7.1 Use verbal techniques to express emotions in a socially acceptable manner in a structured situation. Mastery Criteria: _____						
A7.2 Use verbal techniques to express emotions in a socially acceptable manner in an unstructured situation. Mastery Criteria: _____						
A7.3 Use non-verbal techniques to express emotions in socially acceptable manner in a structured situation. Mastery Criteria: _____						
A7.4 Use non-verbal techniques to express emotions in socially acceptable manner in an unstructured situation. Mastery Criteria: _____						
B. SELF-CONCEPT DEVELOPMENT						
Objective B1: Given pictorial, written, verbal, or real life situations, the student will identify and acknowledge personal strengths and weaknesses as measured by teacher observation and evaluation.						
B1.1 Identify human qualities that may be considered strengths. Mastery Criteria: _____						
B1.2 Identify personal strengths. Mastery Criteria: _____						

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OBJECTIVES, LEARNING TASKS, And CRITERIA	Initiated	Discontinued	Objective Met	Standardized Test	Informal Assessment	Teacher Observation
B1.3 Acknowledge personal strengths. Mastery Criteria: _____						
B1.4 Generate strategies to enhance personal strengths. Mastery Criteria: _____						
B1.5 Identify human qualities that may be considered weaknesses. Mastery Criteria: _____						
B1.6 Identify personal weaknesses. Mastery Criteria: _____						
B1.7 Acknowledge personal weaknesses. Mastery Criteria: _____						
B1.8 Generate strategies to improve weaknesses. Mastery Criteria: _____						
Objective B2: Given pictorial, written, verbal, or real life situations, the student will identify and demonstrate appropriate self-control as measured by teacher observation and evaluation.						
B2.1 Identify strategies for appropriate self-control in structured situations of varying group sizes. Mastery Criteria: _____						
B2.2 Identify strategies for appropriate self-control in unstructured situations of varying group sizes. Mastery Criteria: _____						
B2.3 Demonstrate strategies for appropriate self-control in structured situations of varying group sizes. Mastery Criteria: _____						

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OBJECTIVES, LEARNING TASKS, And CRITERIA	Initiated	Discontinued	Objective Met	Standardized Test	Informal Assessment	Teacher Observation
B2.4 Demonstrate strategies for appropriate self-control in unstructured situations of varying groups sizes. Mastery Criteria: _____						
Objective B3: Given a simulated or real life situation,the student will demonstate personal success through academic and school related tasks as measured by teacher observation and evaluation.						
B3.1 Demonstrate personal achievement in academic tasks with the aid of special services. Mastery Criteria: _____						
B3.2 Demonstrate personal achievement in academic tasks with aid of regular classroom teacher. Mastery Criteria: _____						
B3.3 Demonstrate personal achievement in academic tasks independently. Mastery Criteria: _____						
B3.4 Demonstrate personal achievement in school related tasks with the aid of special services. Mastery Criteria: _____						
B3.5 Demonstrate personal achievement in school related tasks with aid of regular classroom teacher. Mastery Criteria: _____						
B3.6 Demonstrate personal achievement in school related tasks independently. Mastery Criteria: _____						

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OBJECTIVES, LEARNING TASKS, And CRITERIA	Initiated	Discontinued	Objective Met	Standardized Test	Informal Assessment	Teacher Observation
Objective B4: Given simulated or real life situations, the student will demonstrate successful participation in non-academic activities such as sports, hobbies, and social or service organizations as measured by teacher observation and evaluation.						
B4.1 Demonstrate participation in non-academic activities such as sports, hobbies, and social or service organizations. Mastery Criteria: _____						
B4.2 Demonstrate personal achievement in non-academic activities such as sports, hobbies, and social or service organizations. Mastery Criteria: _____						
Objective B5: Given simulated or real life situations, the student will demonstrate skills appropriate to group membership as measured by teacher observation and evaluation.						
B5.1 Identify various types of groups. Mastery Criteria: _____						
B5.2 Identify groups to which the student belongs. Mastery Criteria: _____						
B5.3 Identify the responsibilities of group membership. Mastery Criteria: _____						
B5.4 Identify skills needed for successful group membership. Mastery Criteria: _____						

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OBJECTIVES, LEARNING TASKS, And CRITERIA	Initiated	Discontinued	Objective Met	Standardized Test	Informal Assessment	Teacher Observation
B5.5 Participate appropriately in small group activities. Mastery Criteria: _____						
B5.6 Participate appropriately in large group activities. Mastery Criteria: _____						
Objective B6: Given simulated or real life situations, the student will demonstrate appropriate independence as measured by teacher observation and evaluation.						
B6.1 Identify examples of inappropriate independent behavior. Mastery Criteria: _____						
B6.2 Identify examples of appropriate independent behavior. Mastery Criteria: _____						
B6.3 Identify the results of appropriate independent actions. Mastery Criteria: _____						
B6.4 Identify the consequences of inappropriate independent actions. Mastery Criteria: _____						
B6.5 Demonstrate appropriate independent behavior in the special education setting. Mastery Criteria: _____						
B6.6 Demonstrate appropriate independent behavior in the regular classroom setting. Mastery Criteria: _____						

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OBJECTIVES, LEARNING TASKS, And CRITERIA	Initiated	Discontinued	Objective Met	Standardized Test	Informal Assessment	Teacher Observation
B6.7 Demonstrate appropriate independent behavior in the general school setting. Mastery Criteria: _____						
B6.8 Demonstrate appropriate independent behavior in the community setting. Mastery Criteria: _____						
C. INTERPERSONAL SKILLS						
Objective C1: Given a simulated or real life situation, the student will state one's own role in a school, family, or community setting as measured by teacher observation or evaluation.						
C1.1 State own role in a school setting. Mastery Criteria: _____						
C1.2 State own role in a family setting. Mastery Criteria: _____						
C1.3 State own role in a community setting. Mastery Criteria: _____						
C1.4 State possible appropriate roles in a variety of situations. Mastery Criteria: _____						
Objective C2: Given a simulated or real life situation, the student will state roles of others in a school, family, or community setting.						
C2.1 State roles of others in a school setting. Mastery Criteria: _____						

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OBJECTIVES, LEARNING TASKS, And CRITERIA	Initiated	Discontinued	Objective Met	Standardized Test	Informal Assessment	Teacher Observation
C2.2 State roles of others in a family setting. Mastery Criteria: _____						
C2.3 State roles of others in a community setting. Mastery Criteria: _____						
C2.4 State possible appropriate roles of others in a variety of situations. Mastery Criteria: _____						
Objective C3: Given a simulated or real life situation, the student will accept differences in others as measured by teacher observation and evaluation.						
C3.1 Accept personal characteristics of others including age, race, gender, and personal appearance. Mastery Criteria: _____						
C3.2 Accept handicapping conditions in others. Mastery Criteria: _____						
C3.3 Accept life styles of others. Mastery Criteria: _____						
C3.4 Accept religious beliefs of others. Mastery Criteria: _____						
C3.5 Accept political beliefs of others. Mastery Criteria: _____						
Objective C4: Given a simulated or real life situation, the student will evaluate, respect, and participate in membership and leadership roles as measured by teacher observation and evaluation.						

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OBJECTIVES, LEARNING TASKS, And CRITERIA	Initiated	Discontinued	Objective Met	Standardized Test	Informal Assessment	Teacher Observation
C4.1 Evaluate the role of a group member in a variety of situations. Mastery Criteria: _____						
C4.2 Evaluate the role of a group leader in a variety of situations. Mastery Criteria: _____						
C4.3 Respect the role of a group member in a variety of situations. Mastery Criteria: _____						
C4.4 Respect the role of a group leader in a variety of situations. Mastery Criteria: _____						
C4.5 Participate as a group member in a variety of situations. Mastery Criteria: _____						
C4.6 Participate as a group leader in a variety of situations. Mastery Criteria: _____						
Objective C5: Given a simulated or real life situation, the student will initiate, conduct, and maintain appropriate relationships with peers and adults as measured by teacher observation and evaluation.						
C5.1 State one's name when asked. Mastery Criteria: _____						
C5.2 Smile when encountering a friend or acquaintance. Mastery Criteria: _____						
C5.3 Greet adults and peers by appropriate names. Mastery Criteria: _____						

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OBJECTIVES, LEARNING TASKS, And CRITERIA	Initiated	Discontinued	Objective Met	Standardized Test	Informal Assessment	Teacher Observation
C5.4 Respond to an introduction in an appropriate manner. Mastery Criteria: _____						
C5.5 Introduce oneself to another person. Mastery Criteria: _____						
C5.6 Introduce others. Mastery Criteria: _____						
C5.7 Maintain appropriate eye contact when conversing with others. Mastery Criteria: _____						
C5.8 Show attention to the speaker in a conversation. Mastery Criteria: _____						
C5.9 Use tone of voice appropriate to the situation. Mastery Criteria: _____						
C5.10 Wait for pauses in conversation before speaking. Mastery Criteria: _____						
C5.11 Make relevant remarks in conversation with peers. Mastery Criteria: _____						
C5.12 Make relevant remarks in conversation with adults. Mastery Criteria: _____						
C5.13 Ignore interruptions in conversation with others. Mastery Criteria: _____						
C5.14 Initiate conversation with peers in a variety of appropriate settings. Mastery Criteria: _____						

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OBJECTIVES, LEARNING TASKS, And CRITERIA	Initiated	Discontinued	Objective Met	Standardized Test	Informal Assessment	Teacher Observation
C5.15 Initiate conversation with adults in a variety of appropriate settings. Mastery Criteria: _____						
C5.16 Compliment another person when appropriate. Mastery Criteria: _____						
C5.17 Make positive statements concerning qualities and accomplishments of others. Mastery Criteria: _____						
Objective C6: Given a simulated or real life situation, the student will develop decision making skills for personal life choices as measured by teacher observation and evaluation.						
C6.1 Distinguish truth from untruth or fantasy in personal statements. Mastery Criteria: _____						
C6.2 Distinguish truth from untruth or fantasy in the statements of others. Mastery Criteria: _____						
C6.3 Answer truthfully when asked about possible wrongdoing. Mastery Criteria: _____						
C6.4 Identify peer pressure when making decisions. Mastery Criteria: _____						
C6.5 Evaluate peer pressure when making decisions. Mastery Criteria: _____						
C6.6 Respond appropriately to peer pressure. Mastery Criteria: _____						

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OBJECTIVES, LEARNING TASKS, And CRITERIA	Initiated	Discontinued	Objective Met	Standardized Test	Informal Assessment	Teacher Observation
C6.7 Evaluate possible options when making decisions. Mastery Criteria: _____						
C6.8 Prioritize decision making options. Mastery Criteria: _____						
C6.9 Decline socially unacceptable activities such as substance abuse, vandalism, and/or criminal involvement. Mastery Criteria: _____						
C6.10 Evaluate the advantages of drugs. Mastery Criteria: _____						
C6.11 Evaluate the disadvantages of drugs. Mastery Criteria: _____						
C6.12 Evaluate the advantages of personal/intimate relationships. Mastery Criteria: _____						
C6.13 Evaluate the disadvantages of personal/intimate relationships. Mastery Criteria: _____						
D. SKILLS IN BEHAVIORAL RESPONSIBILITY						
Objective D1: Given a simulated or real life situation, the student will state and explain school rules and the pertinent consequences as measured by teacher observation and evaluation.						
D1.1 State class rules. Mastery Criteria: _____						
D1.2 Explain class rules. Mastery Criteria: _____						

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OBJECTIVES, LEARNING TASKS, And CRITERIA						
D1.3 State school rules. Mastery Criteria: _____						
D1.4 Explain school rules. Mastery Criteria: _____						
D1.5 State the consequences of compliance with class rules. Mastery Criteria: _____						
D1.6 State the consequences of compliance with school rules. Mastery Criteria: _____						
D1.7 State the consequences of noncompliance with class rules. Mastery Criteria: _____						
D1.8 State the consequences of noncompliance with school rules. Mastery Criteria: _____						
Objective D2: Given a simulated or real life situation, the student will state appropriate and inappropriate behaviors in those situations as measured by teacher observation and evaluation.						
D2.1 State appropriate behaviors in a classroom setting. Mastery Criteria: _____						
D2.2 State inappropriate behaviors in a classroom setting. Mastery Criteria: _____						
D2.3 State appropriate behaviors in an unstructured school setting. Mastery Criteria: _____						

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OBJECTIVES, LEARNING TASKS, And CRITERIA	Initiated	Discontinued	Objective Met	Standardized Test	Informal Assessment	Teacher Observation
D2.4 State inappropriate behaviors in an unstructured school setting. Mastery Criteria: _____						
D2.5 State appropriate behaviors in a public setting. Mastery Criteria: _____						
D2.6 State inappropriate behaviors in a public setting. Mastery Criteria: _____						
Objective D3: Given a simulated or real life situation, the student will identify appropriate choices of alternative behaviors as measured by teacher observation and evaluation.						
D3.1 Select appropriate choices of alternative behaviors in a classroom setting. Mastery Criteria: _____						
D3.2 Select appropriate choices of alternative behaviors in an unstructured school setting. Mastery Criteria: _____						
D3.3 Select appropriate choices of alternative behaviors in a public setting. Mastery Criteria: _____						
Objective D4: Given a simulated or real life situation, the student will demonstrate acceptance of the consequences of appropriate and inappropriate behaviors as measured by teacher observation and evaluation.						

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OBJECTIVES, LEARNING TASKS, And CRITERIA	Initiated	Discontinued	Objective Met	Standardized Test	Informal Assessment	Teacher Observation
D4.1 Respond appropriately when complimented or praised. Mastery Criteria: _____						
D4.2 Respond appropriately when given constructive criticism. Mastery Criteria: _____						
D4.3 Allow work to be displayed. Mastery Criteria: _____						
D4.4 Make positive statements when asked about oneself. Mastery Criteria: _____						
D4.5 Perform a new task with a positive attitude. Mastery Criteria: _____						
D4.6 Report to the teacher after an accident, such as breakage or spillage, occurs. Mastery Criteria: _____						
D4.7 Apologize when actions have injured or infringed on another. Mastery Criteria: _____						
D4.8 Accept consequences of appropriate behaviors. Mastery Criteria: _____						
D4.9 Accept consequences of inappropriate behaviors. Mastery Criteria: _____						
D4.10 Accept academic evaluation. Mastery Criteria: _____						

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OBJECTIVES, LEARNING TASKS, And CRITERIA	Initiated	Discontinued	Objective Met	Standardized Test	Informal Assessment	Teacher Observation
Objective D5: Given a simulated or real life situation, the student will demonstrate a behavior appropriate to the situation.						
D5.1 Respond to teasing or name-calling by ignoring, changing the subject, or some other constructive means. Mastery Criteria: _____						
D5.2 Respond to physical assault from peers or others by leaving the situation, calling for help, or some other constructive means. Mastery Criteria: _____						
D5.3 Express anger with nonaggressive words rather than physical aggression. Mastery Criteria: _____						
D5.4 Express anger with nonaggressive words rather than with aggressive words. Mastery Criteria: _____						
D5.5 Respond when angry or frustrated by initiating self-removal from the situation through approved outlets such as counseling, time-out, etc. Mastery Criteria: _____						
D5.6 Accept criticism or punishment perceived as undeserved. Mastery Criteria: _____						
D5.7 Accept positive or friendly physical contact such as a handshake, pat on the back, etc. Mastery Criteria: _____						

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OBJECTIVES, LEARNING TASKS, And CRITERIA	Initiated	Discontinued	Objective Met	Standardized Test	Informal Assessment	Teacher Observation
D5.8 Respond appropriately to people in situations outside of school such as field trips and trips alone with adults. Mastery Criteria: _____						
D5.9 Respond appropriately to social interaction initiated by another student. Mastery Criteria: _____						
E. TASK RELATED SKILLS						
Objective E1: Given an instructional setting, the student will demonstrate attending behavior ____% of the time as measured by teacher observation and evaluation.						
E1.1 Look at the teacher when appropriate. Mastery Criteria: _____						
E1.2 Attend to teacher statements. Mastery Criteria: _____						
E1.3 Attend to audio-visual presentations, quietly. Mastery Criteria: _____						
E1.4 Attend to classroom speakers. Mastery Criteria: _____						
E1.5 Attend to assignment directions. Mastery Criteria: _____						
E1.6 Attend to questions and answers of peers, when appropriate. Mastery Criteria: _____						

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OBJECTIVES, LEARNING TASKS, And CRITERIA	Initiated	Discontinued	Objective Met	Standardized Test	Informal Assessment	Teacher Observation
E1.7 Attend to appropriate stimuli. Mastery Criteria: _____						
Objective E2: Given an instructional setting, the student will demonstrate on-task behavior ____% of the time as measured by teacher observation and evaluation.						
E2.1 Sit in seat, appropriately. Mastery Criteria: _____						
E2.2 Work quietly at seat, when directed. Mastery Criteria: _____						
E2.3 Work steadily at specified task. Mastery Criteria: _____						
E2.4 Ignore distractions when doing seatwork. Mastery Criteria: _____						
E2.5 Discuss academic work with peer, as appropriate. Mastery Criteria: _____						
E2.6 Redirect attention and/or change activity, when directed. Mastery Criteria: _____						
E2.7 Ask to move to a distraction-free area, when appropriate. Mastery Criteria: _____						
Objective E3: Given an instructional setting, the student will come to class prepared ____% of the time as measured by teacher observation and evaluation.						
E3.1 Follow school schedule. Mastery Criteria: _____						

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OBJECTIVES, LEARNING TASKS, And CRITERIA	Initiated	Discontinued	Objective Met	Standardized Test	Informal Assessment	Teacher Observation
E3.2 Bring required materials to school. Mastery Criteria: _____						
E3.3 Bring required materials to each class. Mastery Criteria: _____						
E3.4 Organize necessary materials at the beginning of class. Mastery Criteria: _____						
E3.5 Organize desk/locker. Mastery Criteria: _____						
E3.6 Care for school property. Mastery Criteria: _____						
E3.7 Care for personal property. Mastery Criteria: _____						
E3.8 Maintain assignment and course information over a period of time. Mastery Criteria: _____						
Objective E4: Given an instructional setting, the student will complete assignments in class ____% of the time as measured by teacher observation and evaluation.						
E4.1 Persist on a given task until completed. Mastery Criteria: _____						
E4.2 Complete assigned academic tasks. Mastery Criteria: _____						
E4.3 Complete assignments within the allotted time. Mastery Criteria: _____						
E4.4 Turn in completed work. Mastery Criteria: _____						

Lexington County School District One
Program For Affective Development
IEP Instructional Objectives

Current Objectives On This Page Were Reviewed and Continued:

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Student: _____ Date: (Month/Day/Year)
Person Responsible: _____ Evaluation Method ( )

OBJECTIVES, LEARNING TASKS, And CRITERIA	Initiated	Discontinued	Objective Met	Standardized Test	Informal Assessment	Teacher Observation
Objective E5: Given instructional assignments to be completed outside the classroom, the student will complete the assignments ____% of the time as measured by teacher observation and evaluation.						
E5.1 Complete out-of-class assignments. Mastery Criteria: _____						
E5.2 Complete out-of-class assignments within the required time. Mastery Criteria: _____						
E5.3 Complete and return assignments to the appropriate teacher within the required time. Mastery Criteria: _____						
Objective E6: Given a ____ step direction, the student will correctly complete the steps in sequence ____% of the time as measured by teacher observation and evaluation.						
E6.1 Follow verbal directions when repeated. Mastery Criteria: _____						
E6.2 Follow verbal directions given once. Mastery Criteria: _____						
E6.3 Follow written directions. Mastery Criteria: _____						
E6.4 Follow verbal/written test directions. Mastery Criteria: _____						
E6.5 Follow a series of directions for a short-term assignment. Mastery Criteria: _____						

Lexington County School District One
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Current Objectives On This Page Were Reviewed and Continued:

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Student: _____ Date: (Month/Day/Year)
Person Responsible: _____ Evaluation Method ( )

OBJECTIVES, LEARNING TASKS, And CRITERIA	Initiated	Discontinued	Objective Met	Standardized Test	Informal Assessment	Teacher Observation
E6.6 Follow a series of directions for a long-term assignment. Mastery Criteria: _____						
E6.7 Follow directions independently when given by electronic equipment such as a tape recorder, record player, computer, System 80, or Language Master. Mastery Criteria: _____						
Objective E7: Given an instructional setting, the student will work independently ____% of the time, when appropriate, as measured by teacher observation and evaluation.						
E7.1 Attempt to solve an academic problem before seeking assistance. Mastery Criteria: _____						
E7.2 Request assistance when needed in an appropriate manner. Mastery Criteria: _____						
E7.3 Use time productively while waiting for teacher assistance. Mastery Criteria: _____						
E7.4 Work on task until assignment is completed. Mastery Criteria: _____						
Objective E8: Given an instructional setting, the student will produce written work of acceptable quality ____% of the time as measured by teacher observation and evaluation.						
E8.1 Proof own work for errors. Mastery Criteria: _____						

Lexington County School District One
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Current Objectives On This Page Were Reviewed and Continued:

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Student: _____ Date: (Month/Day/Year)
Person Responsible: _____ Evaluation Method ( )

OBJECTIVES, LEARNING TASKS, And CRITERIA	Initiated	Discontinued	Objective Met	Standardized Test	Informal Assessment	Teacher Observation
E8.2 Correct errors in own work. Mastery Criteria: _____						
E8.3 Cooperate with peers to edit work. Mastery Criteria: _____						
E8.4 Accept corrections in academic work. Mastery Criteria: _____						
E8.5 Utilize corrections in academic work. Mastery Criteria: _____						
E8.6 Submit written work of acceptable quality. Mastery Criteria: _____						
Objective E9: Given an instructional setting, the student will participate appropriately in class activities ____% of the time as measured by teacher observation and evaluation.						
E9.1 Answer questions in an appropriate manner during class activities. Mastery Criteria: _____						
E9.2 Ask questions in an appropriate manner during class activities. Mastery Criteria: _____						
E9.3 Use tone of voice appropriate to the situation during class activities. Mastery Criteria: _____						
E9.4 Use relevant remarks during class activities. Mastery Criteria: _____						
E9.5 State reasons for personal opinions expressed during class activities. Mastery Criteria: _____						

Lexington County School District One
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Current Objectives On This Page Were Reviewed and Continued:

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Student: _____ Date: (Month/Day/Year)
Person Responsible: _____ Evaluation Method ( )

OBJECTIVES, LEARNING TASKS, And CRITERIA	Initiated	Discontinued	Objective Met	Standardized Test	Informal Assessment	Teacher Observation
E9.6 Initiate participation during general class activities. Mastery Criteria: _____						
E9.7 Participate in classroom games. Mastery Criteria: _____						
E9.8 Participate in role-playing activities. Mastery Criteria: _____						
E9.9 Read aloud in a small group. Mastery Criteria: _____						
E9.10 Read aloud in a large group. Mastery Criteria: _____						
E9.11 Present an oral report in class. Mastery Criteria: _____						
E9.12 Share materials with others in a group activity. Mastery Criteria: _____						
E9.13 Cooperate with peers during general class activities. Mastery Criteria: _____						
E9.14 Cooperate with peers during small group activities. Mastery Criteria: _____						
E9.15 Act on plans or decisions formulated by the group. Mastery Criteria: _____						
E9.16 Initiate participation in small group activities. Mastery Criteria: _____						

Lexington County School District One
Program For Affective Development
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Current Objectives On This Page Were Reviewed and Continued:

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Student: _____ Date: (Month/Day/Year)
Person Responsible: _____ Evaluation Method ( )

OBJECTIVES, LEARNING TASKS, And CRITERIA	Initiated	Discontinued	Objective Met	Standardized Test	Informal Assessment	Teacher Observation
Objective E10: Given a general school setting, the student will demonstrate responsibility ____% of the time as measured by teacher observation and evaluation.						
E10.1 Distinguish personal property from the property of others. Mastery Criteria: _____						
E10.2 Maintain public property. Mastery Criteria: _____						
E10.3 Maintain personal property. Mastery Criteria: _____						
E10.4 Obey cafeteria rules. Mastery Criteria: _____						
E10.5 Obey hall rules when changing activities or classes. Mastery Criteria: _____						
E10.6 Obey rules for emergency situations. Mastery Criteria: _____						
E10.7 Obey rules during unstructured activities such as recess or free time. Mastery Criteria: _____						
E10.8 Comply with South Carolina attendance requirements. Mastery Criteria: _____						